

CHAPTER II

REVIEW OF RELATED LITERATURE

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CHAPTER II**REVIEW OF RELATED LITERATURE****2.0 INTRODUCTION -**

At the time of lively appraisal of educational development in India, when several changes are taking place in organization, curricular & teaching techniques it is essential to seek a systematic up to date information about what has been done in the particular area. Every research project should be based on all the relevant thinking & the research that has preceded it (Fox D. J. 1969 pp III)

“ No individual, least of all a research scientist can wisely ignore the long reach of the past History.... enlarges his range of observed phenomenon, afford a sense of mutuality of initiation and suggest the conditioning factors in contemporary life. (Schlesinger A. M. P.574 1979)

The present study deals with teaching effectiveness and the managerial behaviour of teachers. It was only in the sixties that the term classroom management appeared before this period research studies related to classroom management were conducted under the heading 'Discipline'- hence while reviewing related research, some studies on discipline are also included under classroom management. The chapter comprises of two sections -

SECTION I - Studies on teacher effectiveness**SECTION II - Studies on classroom management.**

The studies in each section are not exhaustive, neither is it possible to collect all the researches done, but from the related researches collected, the

researches ^{has} grouped the studies and given a general list of their findings in context to the present study. The list of general findings is preceded^e by the researchers general conclusions for each. Section which itself may have its own limitations.

2.1 SECTION I - STUDIES ON TEACHER EFFECTIVENESS

Related to section, there are ten studies in the area of teacher effectiveness but related to different correlates.

Grewal S. S. (1976) : Studied intellectual and personality correlates of teacher effectiveness of the higher Secondary school stage.

The sample consisted of 520 trained graduate teachers. The Bell's Adjustment Inventory, the Bernreuter's personality Inventory form the tool for collecting necessary data.

Mean, mode, median, S. D. product - moment correlation, analysis of variance were used in the analysis of data.

The findings of the study were as follows :

I) The four criterion measures of teachers effectiveness were not orthogoral to each other and the observed R was very high.

II) The measures of intelligence and personality traits clustered in specific consulation with the criterion measures of teachers effectiveness.

III) The hypotheses that the similar type of measures fall ^{under} one common factor was confirmed.

Gupta R. C. (1976) : Prediction of teacher effectiveness through personality test. Hypothesis of the present study were :

I) Teachers in the 'High' average and low categories, put according to their scores on the teacher effectiveness measures, can also be differentiated on the basis of their 16 P. F. score profiles.

II) Some of the sixteen personality factors will be significantly correlated with the compossible teacher effectiveness used and on the basis of these relationships, it is possible to developed a 16 P. F. specification equation and linear qualification grid for predicting teacher effectiveness.

The following findings resulted from study :

I) The high effective teachers differed significantly from the general population with respect to nine personality factors out of sixteen. They were more effectothymic (A+), more intelligent (B+), having more ego strength (C+), more surgent (F+), more self sentiment (Q3+), less suspicious (L-), less guil prone(O -) and less radical (Q =).

II) The low effective teachers were less intelligent (B-) and were having lower self-concept, control (Q 3+) compared to general adult population.

III) In comparison to average effective teachers were significantly more intelligent (B+), emotionally adventurous (H+), tendermind (I+) and had higher self concept (a3+), and they were also less suspicious (L-), less experimenting and radical (Q-) less self sufficient (Q2-) and less tense and frustrated (Q4-).

Maheshwari, V.C. (1976) : Studied the classroom verbal interaction patterns of effective and ineffective teachers.

The study was design^{ed} to explore the classroom verbal interaction patterns of effective & effective teachers.

A sample of 200 teachers consisting off 100 effective and 100 non effective teachers was selected. The effective and ineffective teachers were identified on the basis of pooled criteria of the Minnesota Teacher Attitude Inventory scores. The data were analysed by using t test.

The findings of the study were as follows :

I) Boys were found excelling girls and urban students were superior to their rural counter parts intelligence.

II) In sociability, girls were superior to boys and urban students were superior to rural students.

II) Boys were more adjusted in comparison to girls.

IV) Boys were superior to girls in industry.

Mathew, George (1976) : Studied classroom behavior of teachers and its relationship with their creativity and self concept.

The following were the objectives of the study -

I) To find out the nature and extent of relationship if any , between creative teacher personality and teacher behaviour.

II) To find out the nature and extent of relationship if any , between creative teaching process and teacher behaviour.

II) To find out the nature and extent of relationship if any , between self concept and teacher behaviour.

(III) Female teacher scoring low on what were apprehensive, worrying and troubled, had favourable attitude towards teaching.

(V) No significant relationship was found between intelligence and attitude towards teaching.

Singh S. K. (1976) :Studied some personality variables related to teaching effectiveness.

The major objectives of the study was to examine the relationship between some personality variables and teaching effectiveness.

The findings were as follows :

I) The needs of superior, average and inferior teachers were clearly distinct from the other two the needs, viz. cognition dominance, autonomy and construction.

II) The inferior teachers were distinguishable from the other two by their need of acquisition..

III) The prominent needs of inferior teachers were succourance, deference and play.

IV) The most prominent needs of superior teachers were nurturance, achievement counteration and aggression.

V) The organisation pattern of superior teachers was generally logical and

that of interior teachers was emotional.

Shashikala Y. S. (1976) : Investigated the inter personal relationship between teacher and students with a view to establishing socio psychological correlates of teacher behaviour.

The objectives of study were to determine whether certain variables were related to teacher behaviour indices. The presage variables were the needs, anxiety, modernity attitude towards students, age, SES of the teacher and organizational climate of the school.

The study was correlational in nature. The sample of the study consisted of 148 secondary school social - studies teachers teaching IX standard.

The statistical techniques used were the coefficient of correlation, t-test, analysis of variance and multiple R..

The following were the findings of the study :

I) Age was positively related to I / D and TQR and negatively to I / d and CCR (at 0.01 level).

II) SES of moderlity were not related significantly to any of the teacher behaviour indices.

III) Anxiety was related negatively to TRR and TRR 89 (at 0.05) level.

(IV) There were no significant difference in teacher behaviour under the six different types of climate.

(V) Successful teachers were very helpful in raising the level of achievement

of the students and also their overall educational standard.

Roy S. (1977) : Studied classroom questioning and pupil achievement : An inquire into teaching style.

The objectives of the study were :

The major objective of the study^{was} to find out the relative effectiveness of the three styles of the teaching upon pupil achievement for the instructional objectives of knowledge, comprehension application and total achievement. The three styles of the teaching were : i) lecturing ii) questioning and response without feed back and iii) questioning and response without feed back sequence.

The sample consisted of 98 students of Baroda Highschool, studying in VIII standard. The t test was used to find the significance of difference in the treatment means.

The study revealed that the three teaching styles had equal effects on the development of knowledge and application abilities and total response of pupils. However, with regard to comprehension ability, there were differential effects. Lecturing differed significantly from question response sequence, Question response without feed back and question response feed back aid did not differ significantly.

Singh R. S. (1981) : Investigated into the teachers effectiveness and its correlates af High secondary stage in Estern U. P.

II) To find out the nature and extent of relationship if any , between creative teaching process and teacher behaviour.

The objectives were :

I) To compare teacher effectiveness of male and female teachers of urban and rural areas.

II) To determine the combined effect of the correlates on teacher effectiveness.

The findings of the study were :

I) No significant difference in the mean scores of male and female teachers in their effectiveness was observed.

II) It was revealed that the rural female teachers had secured comparatively better scores than the rural male teachers in teacher effectiveness.

Khanna, (1985) : Carried out a study of personality patterns of successful Highschool teachers of Aligarh district.

The following objectives were decided :

I) To identify the successful (Effective) teachers.

II) To find out the personality patterns of the successful (effective) teachers of Highschool classes.

The following were the findings of the study :

I) The successful teacher had traits which were positively helpful and valuable for the mental health of the individual whereas unsuccessful teachers had traits which tended to lead the person to kind of mal adjustment.

II) There was a close relationship between the level of effectiveness of

teachers and the level of the achievement of their student.

Kaur B. (1993) : Investigated into the creative thinking ability, intelligence, emotional maturity and self acceptance in relation to teacher effectiveness among secondary school teachers of Shimla.

The objectives were as follows :

To study the relationship between dependent variable, teacher effectiveness and independent variable, creative thinking ability, intelligence, emotional maturity and self acceptance and also between teacher effectiveness and demographic variables of age, qualification and teaching experience of secondary school teachers.

The findings were as follows :

I) Teacher Effectiveness And Creative Thinking Ability -

The score on teacher effectiveness and various components as well as total creativity show negative correlation. The findings is supported by the findings of Mathew (1976) who found both positive and negative relationship between teacher effectiveness and various components of creative thinking ability but the correlations found were not significant.

III) Teacher Effectiveness And Intelligence -

The variable of intelligence does not contribute significantly to teacher effectiveness. The finding is supported by the findings of Deva (1966), which found non-significant positive and negative correlation between intelligence and effectiveness.

IV) Teacher Effectiveness And Emotional Maturity -

Emotional maturity contributes to teacher effectiveness that is the more emotionally mature teachers are likely to be the more effective the teachers are

Dosaih (1956), Warburhn etal (1963) and Koul (1972) also found similar results.

V) Teacher Effectiveness and Self Acceptance -

The higher the perceived self of the teacher the more effective he is likely to be.

Patel D. V. (1993) : Carried out a study of the secondary school student's perception of effectiveness of their English teachers.

The objectives were the following :

I) To study the perception of Gujarati medium and English medium students about the effectiveness of their English teacher.

II) To study the perception of boy and girl students about the effectiveness of their English teacher.

III) To study the perception of urban and rural students about the effectiveness of their English teacher.

IV) To study the interaction effect of sex, medium and area in relation to the perception of the effectiveness of the English teachers.

The findings were as following :

I) Area and medium are significant factors in developing the clear-cut perception about the English teacher i.e. the students from urban area and English medium schools have clear-cut perception about their English teachers than the students belonging to rural area and Gujarati medium school.

II) The first order and the second order interaction effects were found to be negligible.

2.1.1 THE GENERAL FINDINGS FROM TEACHER EFFECTIVENESS

1) Effective teachers made use of aspects of feelings and praise. They use student ideas, questions, students response and initiation.

2) The effective teacher involved more creative teaching models.

3) There is no significant difference in the mean scores of male and female teachers in their effectiveness.

4) The difference in the mean intelligence scores of male and female teachers was not significant.

5) It was revealed that the rural female teachers had secured comparatively better scores than the rural male teachers in teacher effectiveness.

2.1.2 GENERAL CONCLUSION

1) Effective teachers made use of different managerial strategies for effectiveness.

2) There is no significant sex difference on teachers effectiveness.

2.4 SECTION II

STUDIES ON CLASSROOM MANAGEMENT

The second section of chapter II comprises of studies in the area of teacher's classroom managerial behaviour. A number of foreign studies have been done in this area which have formed the basis for classroom managerial behaviour studies in India. Therefore these studies have been separately grouped into two groups

namely

- I) Foreign studies in classroom management
- II) Indian studies in classroom management

2.4.1 FOREIGN STUDIES IN CLASSROOM MANAGEMENT

The foreign studies in classroom management have been grouped into 7 areas. These 7 areas comprises of 7 skills in classroom management. These studies have been reviewed from

Classroom management : An analytic-pluralistic process, an overview by Willford A. Weber

Following are the reviews :

i) Utilising self monitoring :-

Self monitoring, self management, self recording is a strategy in which the student records some aspect of his or her behaviour in order to modify that behaviour. Self monitoring systematically increases the student's awareness of a behaviour he or she wishes to decrease or eliminate. Self monitoring promotes self awareness through self observation (Axelrod, 1983; clarizio, 1980; Gnagey, 1981; O'Leary and John's, 1980; LOnG and Frye, 1977; O'Learyand o'Leary, 1977 and Rinne, 1984) Several authors (Axelrod, 1983; Clarizio, 1980; Gnagey 1981; Long and Frye, 1977; and O'Leary 1977) cite studies which have demonstrated the effectiveness of self - monitoring as a strategy for modifying behaviour.

ii) Vitalizing prompts (use and signals) :-

A cue is a verbal or nonverbal prompt or signal or reminder given by the teacher when he or she feels the student needs to be reminded either to behave in a certain way or to retrain from behaving in a certain way. Unlike a reinforcer, a cue precedes a response it "triggers" a behaviour. A review of the literature reveals considerable conceptual and empirical support for the use of cueing in the classroom setting (Blackwood, 1971; Charles, 1981; Gnagey, 1981; Krumboltz and Krumboltz, 1972; Long, Morse and Newman, 1980; Madsen and Madsen, 1981; Rice, 1974; Rinne, 1984; Sloane, Buckholdt Jenson, and Grandall, 1979; and Weiner, 1980; Duke, 1982; Duke and Meckel, 1980 and 1984; Emmer, Evertson, Clements, Sanford, and Worsham, 1984; Faust, 1977, Glasser, 1969; Gnagey, 1981; Howard, 1978; Howell and Howell, 1979; Johnson and Bany, 1970).

iii) Establishing Classroom Routines.

The process of establishing classroom routines is one in which the teacher - beginning with the his or her first encounter with the classroom group - helps students understand what it is they are to do with regard to typical daily activities. Clear explanations of the teacher's expectations regarding classroom routines are viewed as a critical first step in effectively managing the classroom and developing a productive classroom group. (Charles, 1981 and 1983; Doyle, 1980; Dreikurs, Grunwald and Pepper, 1982; Emmer, Evertson, Clements, Sanford and Worsham, 1984; Karlin and Berger, 1972; Kohut and Range, 1979; Mendler and Curwin, 1983)

IV) Utilising Physical Restraint -

Physical restraint is a managerial strategy that is used only to protect a student who has lost complete control from injuring himself or herself or others. It is a process in which the student is held firmly but not roughly by the teacher. (Blackwood, 1971; Long, Morse and Newman, 1980; and Rice, 1974). The

effectiveness of this strategy appears to be unresearched, however when properly used its advantages appear to outweigh its disadvantages even though its use may improve some risk on the teacher.

V) Providing Interesting, Relevant and Appropriate Curriculum and Instruction

Davis (1974, page 21) states that "A well - planned curriculum implemented by a well - prepared teacher who presents a study topic so that it holds the interest of the students has traditionally been considered a deterrent to disruptive classroom behaviour." This view is shared by many others (Charles, 1983; Dreikurs and Cassel, 1972. Davis (1974) states that "A well planned curriculum implemented by a well prepared teacher who presents a study topic so that it holds the interest of the students has traditionally been considered a deterrent to destructive classroom behaviour." Duke, 1982; Duke and Meckel, 1980 and 1984; Emmer, Evertson, Clements, Sanford and Worsham, 1984; Faust, 1977, Classer, 1969, Gnagey, 1981; Grey, 1974; Howard, 1978; Howell and Howell, 1979; Johnson and Bany, 1970; Jones, 1980; Long and Frye, 1977; Piper, 1974; Rice, 1974; and Tanner, 1978).

VI) Planning and Modifying Classroom Environment -

A number of authors have pointed to the importance of a classroom environment that is cheerful and orderly, that is organized so as to maximize productivity and minimize misbehavior, and that is well-designed with regard to the physical placement of students. These authors stress the need to plan and to modify the classroom behaviors. (Axelrod, 1983; Blackwood, 1971; Buckley and Walker, 1980; Charls 1981 and 1983 clarizio 1980; Davis, 1974; Emmer, Evertson, Clements, Sanford and Worsham, 1984; Evertson, Emmer, Clements, Sanford and Worsham, 1984; Gordon, 1974; Gnagey, 1981; Harris, 1972, Howell and Howell, 1979; Long and Fyre, 1977; Long, Morse and Newman; 1980; Suizer and Mayer, 1972, Stanford, 1977; and Walker, 1979).

VII) Utilising Effective Communication -

Effective communication is viewed as particularly important in situations in which the teacher confronts a student by calling his or her attention to a behavior considered to be undesirable or inappropriate. Ginott (1972) argues that the cardinal principle of effective communication is that the teacher talk to the problem and the situation, not to the personality or character of the student when a problem occurs. (Canter and Canter, 1976; Charles, 1983; Curwin and Mendler, 1980; Duke and Meckler, 1980; Gordon, 1976; Jones, 1980; Schmuck and Schmuck, 1979; Stanford, 1980; and Wolfgang and Clickman, 1980).

2.4.2 INDIAN STUDIES ON CLASSROOM MANAGEMENT

The studies directly related to the classroom management hardly appear in all the four surveys of research in education in India. (Buch M. B., 1973; Buch M. B., 1979; Buch M. B., 1986; Buch M. B., 1991;) The term classroom management was found to be used only after the advent of microteaching. The studies on teaching skills, teaching behaviors, classroom interaction, indirectly related to the classroom management and they have been included in this section.

Sherry G. P. (1964) Investigated a battery of psychological test for prediction of success in teaching. The study was confined to pupils teachers of department of education and training colleges affiliated to the Agra University in Agra region. The study revealed that :

- i) Supervisor's ratings could be predicted to a satisfactory extent by all the four tests.
- ii) As regards to success in class the preparation and the execution of the lesson recognition of individual differences relating teaching to pupils needs and helping pupils to solve the problem were studied.

iii) Intelligence was found to be the most important for success in teaching.

Roy Bina (1965) studied relationship between the measures of success of teachers as students under training and as teachers in school.

The present investigation was an attempt the relation of success of teachers when they were students under training in an institute of education in Delhi and when they were in service in local secondary schools.

The study revealed that :

i) regarding teacher effectiveness there was a greater agreement between persons who had similar background of educational and professional experience than between those who differed in these respects.

Lulla T. P. (1974) undertook an investigation in the effects of teachers classroom behaviour on pupils achievement. Fortyeight teachers teaching class VII were randomly selected, they had almost similar conditions regarding class size, quality of teachers, facilities for teaching management.

The study revealed that pupils who were taught by the teachers trained in using indirect behaviour scored higher, as compared to their counter parts studying under the teachers who were not provided any training. It was found that such an atmosphere not only stimulated the learner in learning but also provided a congenial climate to the teacher for conducting his teaching.

Bhalla S. K. (1970) undertook a comparative study at the self. concepts of disciplined and indisciplined students. The major objectives of the study were :

i) to construct and standardize a test for identifying disciplined and indisciplined students.

ii) to compare the two groups with respect to the patterns of self concept, they find out the nature and the extent of their difference in the aspect.

The major findings were :

i) The indisciplined groups describe themselves through greater number of objectives perceiving themselves as graceful, likable, amiable, energetic and forceful etc.

ii) Both the groups ^{scored} significantly on emotional adjustment and social adjustment indisciplined students had a clear edge over their counterparts.

Thakur T. (1976) who is good teacher ? (A study based on the opinion of senior pupils)

The main purpose of the study was to analyse the characteristics of a good teacher as preceived by his pupils.

In all 400 senior students of seven different secondary schools of Jorhat town were selected. Pupils were asked to write down the positive as well as negative traits of the teacher who taught them all the years in the school. An unstructured oppinionnaire was issued. The major findings were :

i) The outstanding positive traits of the teacher as viewed by the pupils were good teaching, kind and pleasing manners, good advice and guidance to pupils regular and punctual attendance and equal treatment to all.

ii) The pupils were in favour of strict discipline and strict administration. A teacher who could identify himself with his pupils found his class teaching very easy.

iii) The negative traits were partiality, favoritism, wasting time, unmind full of duty, lack of affection, ridiculing students, bad teaching, excessive talk, unrelated to subject matter.

PAVANASAM R. (1977) Studied the teacher behaviour and classroom dynamics.

The major objectives of the study were :

- i) To change the teacher verbal behaviour through proper training programme.
- ii) To study the effects of sustained changed behaviour and their effects on student performance.
- iii) To study the effects of changed teacher behaviour on variables such as achievement, motivation, value orientation, dependency, classroom trust, initiative, adjustment and academic achievement as related to pupils.

Eighteen secondary grade teachers were selected on the basis of teaching experience, sex, Subjects, patterns of classroom, verbal interaction and willingness to participate in the investigation.

The study revealed the following :

- i) The experimental group teachers talked less, were more responsive to pupils, encouraged more pupil participation and had more pupil initiative than the control group.
- ii) The interaction patterns acquired during training, were sustained for more than twenty weeks after the training was completed.
- iii) The students who were taught by the teachers trained in using interact

behaviour scored high in all tests as compared with their counterparts working under teachers not given any training in this technique (using indirect behavior)

Choudhari K. (1985) Studied the factorial study of the teaching competencies of teachers teaching English at the secondary level.

The objectives of the study were :

i) to identify the competencies required of teacher teaching English at the secondary level,

ii) to explore how the competencies identified varied with demographic variables of teachers viz... sex, age and educational qualifications and

iii) to determine the relationship of the competencies identified with product variable of the pupil achievement in English and pupil liking for the teacher. This was correlation survey study. It had two phases : a factorial phase and correlational phase. Data was collected with respect to 178 teachers from Poona and Indore district.

The tools were Raven's Standard Progressive Matrices, the teachers attitude scale. The Interest Inventory and Self - Perception Scale. Teachers were observed twice in the classroom with the help of a tool constructed by the reseacher.

A random sample of 20 students of each teacher observed was administrated the pupil liking scale, student's final examination marks were taken as the indicator of pupil achievement. Clusters of teacher behaviours observed were obtained by factor analysis using principal component method with varimax rotation.

The major findings of the study were :

- i) all the competencies correlated positively with the product variables.
- ii) it was preferable to use the Standard method of micro teaching teach period for developing probing question skill.
- iii) Exercises with reinforcement of the probing question skill behaviour was conducive to the growth of teaching skill.
- iv) praising, encouraging accepting or using pupil's ideas, questioning and lecturing were found to be significantly influences by micro teaching treatment.
- v) Incidence of lecturing, the only one among three direct behaviours, decreased in consequence of the application of microteaching treatment.
- vi) microteaching influence indirect teacher behaviour positively whereas direct teacher behaviour was negatively influenced by micro teaching.
- vii) pupil's talk response was influenced positively by micro teaching treatment.

HANS R. (1986) Studied relationship among teaching style, lecturing gains and teaching effectiveness.

The objectives of the study were :

- i) to compare teachers in respect of their personality attributes having direct and indirect teaching influence style.
- ii) To compare the effects of two teaching style on learning gains in classroom situation.

iii) students taught through indirect teaching style as more effective than those taught through direct teaching influence style.

The major findings of the study were :

i) The indirect teaching style teachers in general were characterised by higher scholastic mental capacity, higher ego strength, less dominance, weaker super ego, alexia, shrewdness radicalism, group adherence and a high self concept.

ii) The indirect teaching style teachers were characterised by lower mental scholastic ability, lower ego strength, dominance, strong super ego, protension, alertness conservatism, self sufficiency and low integration.

iii) The teachers with normal teaching style had been found to have an average position in respect to the 11 personality traits.

iv) Intellectually superior teachers tended to adopt indirect teaching style and less superior teachers adopted direct teaching style.

v) young and elder teachers adopted direct teaching style.

vi) Teachers teaching through an indirect teaching style were able to develop greater learning gains among their pupils than teacher teaching through a direct teaching style.

vii) Indirect teaching style teachers were perceived by their students to be more effective in teaching than the direct teaching style teachers.

Yadav N. (1987) Studied interaction analysis of classroom behaviour of high school biology teachers in relation to pupils' achievement and attitudes.

The main objectives of the study were :

- i) to analyse high - school biology teachers classroom communication into various components in order to compare them with American school norms.
- ii) to compare the classroom behaviour patterns of effective and non effective biology teachers identified on the basis of average pupil achievement. The investigation was carried out on ex-post-facto basis with 1000 biology students taken from four districts of eastern U. P. The method applied was proportionate stratified random sampling.

The tools used were FIACS an Achievement Test in Biology for High School Biology student. The main findings revealed that :

- i) There was significant difference between class-room behaviour patterns of effective and non - effective biology teachers.
- ii) Indirect teacher behaviour shown by I/D and i/d ratio was not found related with student achievement in Biology in high school level.
- iii) Indirectness in teacher behaviour was found positively related with pupil attitudes toward their teachers at high school level.

Kulkarni V. G. (1995) investigated the classroom management behaviour of teachers and its application for the teacher training.

The data was collected through CTMBAB scale.

The objectives of the study were :

- i) To identify factor structure of teaching behaviour in special context of

classroom management.

ii) To study the classroom behaviour of teachers having effective and ineffective classroom management.

iii) To identify factors facilitating and hindering classroom management behaviour of teachers.

The findings were :

1) There is one set of classroom management behaviour which is associated with General Lecturing Company.

2) Factor 2 is independent factor solely related to classroom management.

3) The majority of lecturers exhibit nonsoliciting and non - reacting tendency in classroom teaching, hence the factor A4 has been labelled as Teachers' nonsolicitation and reacting.

4) The variables in factor A5 belong to 'Instructional Approach' to the classroom management.

5) The factor A6 is related to teachers difficulty in detecting student misbehavior due to lack of withitness and smoothness.

6) The factor A7 belongs to permissive and socio-emotional approach to classroom management.

7) The factor A8 has negative loading which indicates the deficiency in linguistic ability.

8) the factor A9 is solely related to the timely use of non - verbal media.

9) The factor A10 indicates the content sticking and building tendency of the teachers.

10)The variables in the factor A11 belongs to Authoritarian and intimidation approach to classroom management. The factor is solely related to maintaining own status of the teacher.

11)The factor A12 is mainly related to teachers purposeful physical movements in the classroom.

13)The variables in the factor A14 belong to group process and socioemotional climate approaches to classroom management. The factor is solely related to group alerting and withitness.

14)The factor A15 is related to teachers speech or gesture variation.

15)The behaviours in the factor A16 belongs to instructional approach to the classroom management.

16)There is almost no difference between effective and ineffective managers on the following classroom management factors :

- a) Controlled smoothness b) smooth withitness c) withit alertness

17)Effective manager and ineffective manager do not differ on the following general instructional competencies :

- a) Teachers' socio - emotional permissiveness.
- b) Linguistic competency deficiency.
- c) Timely use of non - verbal media.

d) Teachers' purposive physical movement.

e) Teachers' mastery over plan and content.

18) Instructional and classroom management behaviour of the effective classroom managers are responsible for discipline in the class.

19) Students' initiation, orderly participation and comprehension are almost similar in case of effective and ineffective classroom managers.

20) Effective and ineffective classroom managers differ in their general lecturing competency effect.

21) General Classroom Management Competency (GCMC) has its own independent identity and has consequent effect on orderly participation.

2.5 General Findings From Studies In Classroom Management

i) Although the classroom management and discipline are the areas of teachers' high concern, they have been neglected by the Indian researchers and the studies are not directly related to these areas.

ii) Existence of the classroom management skill as an independent General teaching Competency has been confirmed in a few studies.

iii) There are few studies on effective and ineffective teacher which trace the relationship between effective teacher and discipline in the classroom.

GENERAL CONCLUSION

On the basis of these observations, it can be concluded that the research on

teacher effectiveness and the classroom management is very much required in Indian situation.

SUMMARY

In this chapter review on studies on teacher effectiveness and classroom management have been undertaken separately. The general conclusions derived indicated that there is no sex difference where teacher effectiveness is considered that effect teachers resort to different managerial strategies for effectiveness. There is definite lack of Indian research in the area of classroom management.

Having reviewed related studies in this chapter the next chapter is devoted to the Research design and procedure of the study.